Index
Volume 42, 1992

AUTHOR-TITLE

Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes (Samimy & Tabuse), September, pp. 377–398
Anderson, Neil J., September, pp. 399–408
Anderson-Hsieh, Janet, December, pp. 529–555
Approaches to Research in Second Language Learning (Johnson) Review by McCollum, September, pp. 433–440
Awareness of Text Structure: Effects on Recall (Carrell), March, pp. 1–20

Bacon, Susan M. C, December, pp. 471–495
Barnett, Marva A., March, pp. 113–119
Blackshire-Belay, Carol A., December, pp. 625–628
Borsley, Robert D., June, pp. 279–286
Braidi, Susan M., December, pp. 617–624
Brown, Adam, September, pp. 441–444
Buck, Gary, September, pp. 313–357

Carrell, Patricia L, March, pp. 1–20
Carson, Joan Eisterhold, June, pp. 157–182
Cérol, Marie-Josée, September, pp. 415–422
Chapelle, Carol, March pp. 47–83
Cook, Vivian J., December, pp. 557–591
Critical Period Effects in Second Language Acquisition: The Effect of Written versus Auditory Materials on the Assessment of Grammatical Competence (Johnson), June, pp. 217–248

Danan, Martine, December, pp. 497–527

Effect of Imagery-Based Mnemonics on the Long-Term Retention of Chinese Characters, The (Wang & Thomas), September, pp. 359–376

Effects of First Language on Second Language Writing: Translation versus Direct Composition (Kobayashi & Rinnert), June, pp. 183–215
Evidence for Multicompetence (Cook), December, pp. 557–591
Evidence of Transfer and Loss in Developing Second Language Writers (Carson & Kuehn), June, pp. 157–182

Field Independence/Dependence in Second-Language Acquisition Research (Chapelle & Green), March pp. 47–83
Finnemann, Michael D., December, pp. 471–495
Foreign Workers' German: A Concise Glossary of Verbal Phrases (Blackshire-Belay) Review by Moehle-Vieregge, December, pp. 625–628

Golombek, Paula R., September, pp. 423–428
Green, Pat, March pp. 47–83

Hatch, Evelyn, September, pp. 429–432
Hoffman, Mika, June, pp. 279–286

James, Allan, December, pp. 629–635
Johnson, Donna M., September, pp. 433–440
Johnson, Jacqueline S., June, pp. 217–248
Johnson, Ruth, December, pp. 529–555

Kimball, Mary, March, pp. 113–119
Kobayashi, Hiroe, June, pp. 183–215
Koehler, Kenneth, December, pp. 529–555
Kuehn, Phyllis A, June, pp. 157–182

Language Aptitude Reconsidered (Parry & Stansfield) Review by Anderson, September, pp. 399–408
Language Socialization in the Second Language Classroom (Poole), December, pp. 593–616
Lazaraton, Anne, September, pp. 429–432
Leather, Jonathan, December, pp. 629–635
Listening Comprehension: Construct Validity and Trait Characteristics (Buck), September, pp. 313–357

Macdonald, Doris, June, pp. 249–277
Mathews, Thomas J., September, pp. 429–432
McCollum, Pamela A., September, pp. 433–440
Moehle-Vieregge, Linda, December, pp. 625–628
More Than Meets the Eye: Foreign Language Reading Theory in Practice (Barnett) Review by Kimball, March, pp. 113–119

New Sounds 90 (Leather & James) Review by Pennington, December, pp. 629–635

On L1 Transfer in L2 Comprehension and L2 Production (Ringbom), March, pp. 85–112

Parry, Thomas S., September, pp. 399–408
Pennington, Martha C., December, pp. 629–635
Practical Phonetics for Students of African Languages (Westerman & Ward) Review by Bullock, September, pp. 409–414
Pidgins and Creoles (Todd) Review by Cérol, September, pp. 415–422
Pluut, Erna, March, pp. 21–45
Poole, Deborah, December, pp. 593–616
Powers, Maggie, June, pp. 249–277

Relationship Between Native Speaker Judgments of Nonnative Pronunciation and Deviance in Segmentals, Prosody, and Syllable Structure, The (Anderson-Hsieh, Johnson, & Koehler), December, pp. 529–555
Research Manual, The: Design and Statistics for Applied Linguistics (Hatch & Lazaraton) Review by Mathews, September, pp. 429–432
Reversed Subtitling and Dual Coding Theory: New Directions for Foreign Language Instruction (Danan), December, pp. 497–527
Ringbom, Hakan, March, pp. 85–112
Rinnert, Carol, June, pp. 183–215
Ross, David A., September, pp. 441–444

Second Language Research Methods (Seliger & Shohamy) Review by Golombek, September, pp. 423–428
Segment Composition as a Factor in the Syllabification Errors of Second-Language Speakers (Stockman & Pluut), March, pp. 21–45
Seliger, Herbert W., September, pp. 423–428
Sex Differences in Self-Reported Beliefs About Foreign-Language Learning and Authentic Oral and Written Input (Bacon & Finnemann), December, pp. 471–495
Shohamy, Elana, September, pp. 423–428
Stansfield, Charles W., September, pp. 399–408
Stockman, Ida J., March, pp. 21–45
Syntactic Theory: A Unified Approach (Borsley) Review by Hoffman, June, pp. 279–286

Teaching English Pronunciation: A Book of Readings (Brown) Review by Ross, September, pp. 441–444
Thomas, Margaret H., September, pp. 359–376
Todd, L, September, pp. 415–422

Variable Effects of Some Task-Based Learning Procedures on L2 Communicative Effectiveness, The (Yule, Powers, & Macdonald), June, pp. 249–277
Variation in Interlanguage: Morphology (Young) Review by Braidi, December, pp. 617–624

Wang, Alvin Y, September, pp. 359–376
Ward, Ida C., September, pp. 409–414
Westerman, D., September, pp. 409–414

Young, Richard, December, pp. 617–624
Yule, George, June, pp. 249–277

SUBJECT INDEX

ABILITY
Language Aptitude Reconsidered (Parry & Stansfield) Review by Anderson, September, pp. 399–408

ACCEPTABILITY
On L1 Transfer in L2 Comprehension and L2 Production (Ringbom), March, pp. 85–112

ACQUISITION
Critical Period Effects in Second Language Acquisition: The Effect of Written versus Auditory Materials on the Assessment of Grammatical Competence (Johnson), June, pp. 217–248; *Sex Differences in Self-Reported Beliefs About Foreign-Language Learning and Authentic Oral and Written Input* (Bacon and Finnemann), December, pp. 471–495

AFFECTIVE VARIABLES
Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes (Samimy & Tabuse), September, pp. 377–398; *Language Socialization in the Second Language Classroom* (Poole), December, pp. 593–616; *Sex Differences in Self-Reported Beliefs About Foreign-Language Learning and Authentic Oral and Written Input* (Bacon and Finnemann), December, pp. 471–495

APTITUDE
Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes (Samimy & Tabuse), September,

pp. 377–398; *Evidence of Transfer and Loss in Developing Second Language Writers* (Carson & Kuehn), June, pp. 157–182; *Field Independence / Dependence in Second-Language Acquisition Research* (Chapelle & Green), March pp. 47–83; *Language Aptitude Reconsidered* (Parry & Stansfield) Review by Anderson, September, pp. 399–408

ATTRITION
Evidence of Transfer and Loss in Developing Second Language Writers (Carson & Kuehn), June, pp. 157–182

CODESWITCHING
Evidence for Multicompetence (Cook), December, pp. 557–591

CODING
Reversed Subtitling and Dual Coding Theory: New Directions for Foreign Language Instruction (Danan), December, pp. 497–527

COMPREHENSION
More Than Meets the Eye: Foreign Language Reading Theory in Practice (Barnett) Review by Kimball, March, pp. 113–119

CONSTRUCT VALIDITY
Listening Comprehension: Construct Validity and Trait Characteristics (Buck), September, pp. 313–357

CONTEXTUAL KNOWLEDGE
Reversed Subtitling and Dual Coding Theory: New Directions for Foreign Language Instruction (Danan), December, pp. 497–527

CRITICAL PERIOD/AGE
Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes (Samimy & Tabuse), September, pp. 377–398; *Critical Period Effects in Second Language Acquisition: The Effect of Written versus Auditory Materials on the Assessment of Grammatical Competence* (Johnson), June, pp. 217–248

DISCOURSE COMPETENCE
Evidence of Transfer and Loss in Developing Second Language Writers (Carson & Kuehn), June, pp. 157–182; *More Than Meets the Eye: Foreign Language Reading Theory in Practice* (Barnett) Review by Kimball, March, pp. 113–119

GRAMMATICAL JUDGMENTS/KNOWLEDGE
Critical Period Effects in Second Language Acquisition: The Effect of

Written versus Auditory Materials on the Assessment of Grammatical Competence (Johnson), June, pp. 217–248; *Effects of First Language on Second Language Writing: Translation versus Direct Composition* (Kobayashi & Rinnert), June, pp. 183–215; *Evidence for Multicompetence* (Cook), December, pp. 557–591; *Relationship Between Native Speaker Judgments of Nonnative Pronunciation and Deviance in Segmentals, Prosody, and Syllable Structure, The* (Anderson-Hsieh, Johnson, & Koehler), December, pp. 529–555; *Syntactic Theory: A Unified Approach* (Borsley) Review by Hoffman, June, pp. 279–286

HYPOTHESES
- contrastive analysis—*On L1 Transfer in L2 Comprehension and L2 Production* (Ringbom), March, pp. 85–112
- interdependence—*Evidence of Transfer and Loss in Developing Second Language Writers* (Carson & Kuehn), June, pp. 157–182
- markedness differential hypothesis—*Segment Composition as a Factor in the Syllabification Errors of Second-Language Speakers* (Stockman & Pluut), March, pp. 21–45
- partial divisibility—*Listening Comprehension: Construct Validity and Trait Characteristics* (Buck), September, pp. 313–357
- unitary competence—*Listening Comprehension: Construct Validity and Trait Characteristics* (Buck), September, pp. 313–357

L1 AS
- Arabic—*Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes* (Samimy & Tabuse), September, pp. 377–398; *Awareness of Text Structure: Effects on Recall* (Carrell), March, pp. 1–20
- Chinese—*Awareness of Text Structure: Effects on Recall* (Carrell), March, pp. 1–20; *Critical Period Effects in Second Language Acquisition: The Effect of Written versus Auditory Materials on the Assessment of Grammatical Competence* (Johnson), June, pp. 217–248; *Evidence of Transfer and Loss in Developing Second Language Writers* (Carson & Kuehn), June, pp. 157–182; *Relationship Between Native Speaker Judgments of Nonnative Pronunciation and Deviance in Segmentals, Prosody, and Syllable Structure, The* (Anderson-Hsieh, Johnson, & Koehler), December, pp. 529–555; *Segment Composition as a Factor in the Syllabification Errors of Second-Language Speakers* (Stockman & Pluut), March, pp. 21–45; *Variable Effects of Some Task-Based Learning Procedures on*

L2 Communicative Effectiveness, The (Yule, Powers, & Macdonald), June, pp. 249–277

Creole—*Pidgins and Creoles* (Todd) Review by Cérol, September, pp. 415–422

Dutch—*On L1 Transfer in L2 Comprehension and L2 Production* (Ringbom), March, pp. 85–112

English—*Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes* (Samimy & Tabuse), September, pp. 377–398; *Effect of Imagery-Based Mnemonics on the Long-Term Retention of Chinese Characters, The* (Wang & Thomas), September, pp. 359–376; *Sex Differences in Self-Reported Beliefs About Foreign-Language Learning and Authentic Oral and Written Input* (Bacon & Finnemann), December, pp. 471–495; *Relationship Between Native Speaker Judgments of Nonnative Pronunciation and Deviance in Segmentals, Prosody, and Syllable Structure, The* (Anderson-Hsieh, Johnson, & Koehler), December, pp. 529–555; *Reversed Subtitling and Dual Coding Theory: New Directions for Foreign Language Instruction* (Danan), December, pp. 497–527

Finnish—*On L1 Transfer in L2 Comprehension and L2 Production* (Ringbom), March, pp. 85–112

French—*Evidence for Multicompetence* (Cook), December, pp. 557–591

German—*Evidence for Multicompetence* (Cook), December, pp. 557–591

Greek—*Variable Effects of Some Task-Based Learning Procedures on L2 Communicative Effectiveness, The* (Yule, Powers, & Macdonald), June, pp. 249–277

Japanese—*Awareness of Text Structure: Effects on Recall* (Carrell), March, pp. 1–20; *Effects of First Language on Second Language Writing: Translation versus Direct Composition* (Kobayashi & Rinnert), June, pp. 183–215; *Listening Comprehension: Construct Validity and Trait Characteristics* (Buck), September, pp. 313–357

Korean—*Awareness of Text Structure: Effects on Recall* (Carrell), March, pp. 1–20; *Critical Period Effects in Second Language Acquisition: The Effect of Written versus Auditory Materials on the Assessment of Grammatical Competence* (Johnson), June, pp. 217–248; *Variable Effects of Some Task-Based Learning Procedures on L2 Communicative Effectiveness, The* (Yule, Powers, & Macdonald), June, pp. 249–277

Malaysian—*Awareness of Text Structure: Effects on Recall* (Carrell), March, pp. 1–20

Portuguese—*Variable Effects of Some Task-Based Learning Procedures on L2 Communicative Effectiveness, The* (Yule, Powers, & Macdonald), June, pp. 249–277
Spanish—*Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes* (Samimy & Tabuse), September, pp. 377–398; *Awareness of Text Structure: Effects on Recall* (Carrell), March, pp. 1–20; *Relationship Between Native Speaker Judgments of Nonnative Pronunciation and Deviance in Segmentals, Prosody, and Syllable Structure, The* (Anderson-Hsieh, Johnson, & Koehler), December, pp. 529–555
Swedish—*On L1 Transfer in L2 Comprehension and L2 Production* (Ringbom), March, pp. 85–112; *Relationship Between Native Speaker Judgments of Nonnative Pronunciation and Deviance in Segmentals, Prosody, and Syllable Structure, The* (Anderson-Hsieh, Johnson, & Koehler), December, pp. 529–555
Turkish—*Awareness of Text Structure: Effects on Recall* (Carrell), March, pp. 1–20

L2 AS
African language—*Practical Phonetics for Students of African Languages* (Westerman & Ward) Review by Bullock, September, pp. 409–414
Chinese—*Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes* (Samimy & Tabuse), September, pp. 377–398; *Effect of Imagery-Based Mnemonics on the Long-Term Retention of Chinese Characters, The* (Wang & Thomas), September, pp. 359–376
English—*Critical Period Effects in Second Language Acquisition: The Effect of Written versus Auditory Materials on the Assessment of Grammatical Competence* (Johnson), June, pp. 217–248; *Effects of First Language on Second Language Writing: Translation versus Direct Composition* (Kobayashi & Rinnert), June, pp. 183–215; *Evidence for Multicompetence* (Cook), December, pp. 557–591; *Evidence of Transfer and Loss in Developing Second Language Writers* (Carson & Kuehn), June, pp. 157–182; *Listening Comprehension: Construct Validity and Trait Characteristics* (Buck), September, pp. 313–357; *Segment Composition as a Factor in the Syllabification Errors of Second-Language Speakers* (Stockman & Pluut), March, pp. 21–45; *Variable Effects of Some Task-Based Learning Procedures on L2 Communicative Effectiveness, The* (Yule, Powers, & Macdonald), June, pp. 249–277
French—*On L1 Transfer in L2 Comprehension and L2 Production*

(Ringbom), March, pp. 85–112; *Reversed Subtitling and Dual Coding Theory: New Directions for Foreign Language Instruction* (Danan), December, pp. 497–527

German—*Foreign Workers' German: A Concise Glossary of Verbal Phrases* (Blackshire-Belay) Review by Moehle-Vieregge, December, pp. 625–628

Japanese—*Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes* (Samimy & Tabuse), September, pp. 377–398

Spanish—*Sex Differences in Self-Reported Beliefs About Foreign-Language Learning and Authentic Oral and Written Input* (Bacon & Finnemann), December, pp. 471–495

Swedish—*Evidence for Multicompetence* (Cook), December, pp. 557–591

Pidgin—*Pidgins and Creoles* (Todd) Review by Cérol, September, pp. 415–422

LATERALIZATION

Evidence for Multicompetence (Cook), December, pp. 557–591

LEXICON

Evidence for Multicompetence (Cook), December, pp. 557–591

MARKEDNESS

Segment Composition as a Factor in the Syllabification Errors of Second-Language Speakers (Stockman & Pluut), March, pp. 21–45

MEMORY

Awareness of Text Structure: Effects on Recall (Carrell), March, pp. 1–20; *Effect of Imagery-Based Mnemonics on the Long-Term Retention of Chinese Characters, The* (Wang & Thomas), September, pp. 359–376; *Evidence for Multicompetence* (Cook), December, pp. 557–591

METALINGUISTICS

Awareness of Text Structure: Effects on Recall (Carrell), March, pp. 1–20; *Evidence for Multicompetence* (Cook), December, pp. 557–591

METHODS

Teaching English Pronunciation: A Book of Readings (Brown) Review by Ross, September, pp. 441–444

MORPHOLOGY

Critical Period Effects in Second Language Acquisition: The Effect of

Written versus Auditory Materials on the Assessment of Grammatical Competence (Johnson), June, pp. 217–248; *Variation in Interlanguage: Morphology* (Young) Review by Braidi, December, pp. 617–624

PIDGINS AND CREOLES

Pidgins and Creoles (Todd) Review by Cérol, September, pp. 415–422

PHONETICS

Practical Phonetics for Students of African Languages (Westerman & Ward) Review by Bullock, September, pp. 409–414; *Teaching English Pronunciation: A Book of Readings* (Brown) Review by Ross, September, pp. 441–444

acoustics—*Segment Composition as a Factor in the Syllabification Errors of Second-Language Speakers* (Stockman & Pluut), March, pp. 21–45

PHONOLOGY

New Sounds 90 (Leather & James) Review by Pennington, December, pp. 629–635; *Relationship Between Native Speaker Judgments of Nonnative Pronunciation and Deviance in Segmentals, Prosody, and Syllable Structure, The* (Anderson-Hsieh, Johnson, & Koehler), December, pp. 529–555; *Segment Composition as a Factor in the Syllabification Errors of Second-Language Speakers* (Stockman & Pluut), March, pp. 21–45; *Teaching English Pronunciation: A Book of Readings* (Brown) Review by Ross, September, pp. 441–444

PROFICIENCY

Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes (Samimy & Tabuse), September, pp. 377–398; *Effects of First Language on Second Language Writing: Translation versus Direct Composition* (Kobayashi & Rinnert), June, pp. 183–215; *Evidence of Transfer and Loss in Developing Second Language Writers* (Carson & Kuehn), June, pp. 157–182; *Listening Comprehension: Construct Validity and Trait Characteristics* (Buck), September, pp. 313–357; *Relationship Between Native Speaker Judgments of Nonnative Pronunciation and Deviance in Segmentals, Prosody, and Syllable Structure, The* (Anderson-Hsieh, Johnson, & Koehler), December, pp. 529–555; *Variable Effects of Some Task-Based Learning Procedures on L2 Communicative Effectiveness, The* (Yule, Powers, & Macdonald), June, pp. 249–277

RESEARCH METHODS

Approaches to Research in Second Language Learning (Johnson) Review by McCollum, September, pp. 433–440; *Research Manual, The: Design and Statistics for Applied Linguistics* (Hatch & Lazaraton) Review by Mathews, September, pp. 429–432; *Second Language Research Methods* (Seliger & Shohamy) Review by Golombek, September, pp. 423–428

SEX

Sex Differences in Self-Reported Beliefs About Foreign-Language Learning and Authentic Oral and Written Input (Bacon & Finnemann), December, pp. 471–495

SIMPLIFICATION

Language Socialization in the Second Language Classroom (Poole), December, pp. 593–616

STRATEGY

Effect of Imagery-Based Mnemonics on the Long-Term Retention of Chinese Characters, The (Wang & Thomas), September, pp. 359–376; *Effects of First Language on Second Language Writing: Translation versus Direct Composition* (Kobayashi & Rinnert), June, pp. 183–215; *Sex Differences in Self-Reported Beliefs About Foreign-Language Learning and Authentic Oral and Written Input* (Bacon & Finnemann), December, pp. 471–495

SYNTAX

Critical Period Effects in Second Language Acquisition: The Effect of Written versus Auditory Materials on the Assessment of Grammatical Competence (Johnson), June, pp. 217–248; *Effects of First Language on Second Language Writing: Translation versus Direct Composition* (Kobayashi & Rinnert), June, pp. 183–215; *Syntactic Theory: A Unified Approach* (Borsley) Review by Hoffman, June, pp. 279–286

TASK-BASED LEARNING

Variable Effects of Some Task-Based Learning Procedures on L2 Communicative Effectiveness, The (Yule, Powers, & Macdonald), June, pp. 249–277

TESTS

aptitude—*Language Aptitude Reconsidered* (Parry & Stansfield) Review by Anderson, September, pp. 399–408

listening comprehension—*Critical Period Effects in Second Lan-*

guage Acquisition: The Effect of Written versus Auditory Materials on the Assessment of Grammatical Competence (Johnson), June, pp. 217–248; *Listening Comprehension: Construct Validity and Trait Characteristics* (Buck), September, pp. 313–357; *On L1 Transfer in L2 Comprehension and L2 Production* (Ringbom), March, pp. 85–112; *Reversed Subtitling and Dual Coding Theory: New Directions for Foreign Language Instruction* (Danan), December, pp. 497–527; *Segment Composition as a Factor in the Syllabification Errors of Second-Language Speakers* (Stockman & Pluut), March, pp. 21–45

grammaticality judgment—*Critical Period Effects in Second Language Acquisition: The Effect of Written versus Auditory Materials on the Assessment of Grammatical Competence* (Johnson), June, pp. 217–248;

reading—*Awareness of Text Structure: Effects on Recall* (Carrell), March, pp. 1–20; *Listening Comprehension: Construct Validity and Trait Characteristics* (Buck), September, pp. 313–357; *Reversed Subtitling and Dual Coding Theory: New Directions for Foreign Language Instruction* (Danan), December, pp. 497–527;

speaking—*Language Socialization in the Second Language Classroom* (Poole), December, pp. 593–616; *On L1 Transfer in L2 Comprehension and L2 Production* (Ringbom), March, pp. 85–112; *Segment Composition as a Factor in the Syllabification Errors of Second-Language Speakers* (Stockman & Pluut), March, pp. 21–45; *Sex Differences in Self-Reported Beliefs About Foreign-Language Learning and Authentic Oral and Written Input* (Bacon & Finnemann), December, pp. 471–495

translation—*Effects of First Language on Second Language Writing: Translation versus Direct Composition* (Kobayashi & Rinnert), June, pp. 183–215

writing—*Critical Period Effects in Second Language Acquisition: The Effect of Written versus Auditory Materials on the Assessment of Grammatical Competence* (Johnson), June, pp. 217–248; *Effects of First Language on Second Language Writing: Translation versus Direct Composition* (Kobayashi & Rinnert), June, pp. 183–215; *Evidence of Transfer and Loss in Developing Second Language Writers* (Carson & Kuehn), June, pp. 157–182; *Language Socialization in the Second Language Classroom* (Poole), December, pp. 593–616; *On L1 Transfer in L2 Comprehension and L2 Production* (Ringbom), March, pp. 85–112; *Sex Differences in Self-Reported Beliefs About Foreign-Language Learning and Authentic Oral and Written Input* (Bacon & Finnemann), December, pp. 471–495

TEXT
cohesion—*Evidence of Transfer and Loss in Developing Second Language Writers* (Carson & Kuehn), June, pp. 157–182
discourse processing—*Reversed Subtitling and Dual Coding Theory: New Directions for Foreign Language Instruction* (Danan), December, pp. 497–527
reading instruction—*More Than Meets the Eye: Foreign Language Reading Theory in Practice* (Barnett) Review by Kimball, March, pp. 113–119

THEORIES
audiolingual theory—*Affective Variables and a Less Commonly Taught Language: A Study in Beginning Japanese Classes* (Samimy & Tabuse), September, pp. 377–398
bilingual decoding theory—*Reversed Subtitling and Dual Coding Theory: New Directions for Foreign Language Instruction* (Danan), December, pp. 497–527
government and binding theory—*Syntactic Theory: A Unified Approach* (Borsley) Review by Hoffman, June, pp. 279–286
holistic multicompetence—*Evidence for Multicompetence* (Cook), December, pp. 557–591
phrase structure grammar—*Syntactic Theory: A Unified Approach* (Borsley) Review by Hoffman, June, pp. 279–286
polylectal grammar—*Evidence for Multicompetence* (Cook), December, pp. 557–591
task-based learning—*Variable Effects of Some Task-Based Learning Procedures on L2 Communicative Effectiveness, The* (Yule, Powers, & Macdonald), June, pp. 249–277
text—*Awareness of Text Structure: Effects on Recall* (Carrell), March, pp. 1–20

TRANSFER
Evidence for Multicompetence (Cook), December, pp. 557–591; *Evidence of Transfer and Loss in Developing Second Language Writers* (Carson & Kuehn), June, pp. 157–182; *On L1 Transfer in L2 Comprehension and L2 Production* (Ringbom), March, pp. 85–112; *Variable Effects of Some Task-Based Learning Procedures on L2 Communicative Effectiveness, The* (Yule, Powers, & Macdonald), June, pp. 249–277

VARIABLES AFFECTING ACQUISITION
cognition—*Evidence for Multicompetence* (Cook), December, pp. 557–591; *Field Independence / Dependence in Second-Language Acqui-*

sition Research (Chapelle & Green), March pp. 47–83; *Language Aptitude Reconsidered* (Parry & Stansfield) Review by Anderson, September, pp. 399–408

sociocultural—*Language Socialization in the Second Language Classroom* (Poole), December, pp. 591–61; *Pidgins and Creoles* (Todd) Review by Cérol, September, pp. 415–422